DOCUMENT RESUME

ED 367 569 SO 023 715

TITLE Music Basic Skills.

INSTITUTION Kentucky State Dept. of Education, Frankfort.

PUB DATE 89 NOTE 35p.

AVAILABLE FROM Division of Curriculum and Staff Development, Unit

for Arts and Humanities, Kentucky Dept. of Education,

Capital Plaza Tower, Frankfort, KY 40601.

PUB TYPE Guides - Classroom Use - Teaching Guides (For

Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Basic Skills; Curriculum Development; *Educational

Objectives; Elementary Secondary Education; "Music

Education: State Curriculum Guides

IDENTIFIERS Kentucky

ABSTRACT

This document is a statement of the basic music skills that Kentucky students should develop. This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in Kentucky in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound education program for all students. The goal of elementary and middle school education in the four arts disciplines of music, dance, drama, and visual arts, is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. The basic skills in music were developed in six main categories: (1) listening; (2) singing; (3) moving; (4) playing instruments; (5) reading; and (6) creating music. Under each of these categories, the individual skills were written with student capabilities or developmental level, and student activities or classroom continuum, as the organizing elements. The skills generally are stated in general terms so that the teacher may use any appropriate methodology or materials that best serve the needs or situation. The final goal is to develop an understanding of music. The conceptual structure of music is outlined under rhythmic organization (including beat, accent groupings, and pattern); melodic organization (tonal movement or melodic contour and tonal organization or scales); harmonic organization; formal organization; expressive organization; and stylistic organization. Basic skills are charted by grade level from kindergarten to grade 8. (DK)



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TABLE OF CONTENTS

$\mathbf{\underline{PA}}$	<u>GES</u>
Foreword	. i
Acknowledgements	. ii
Introduction	. 1
Music Basic Skills Continuum	. 3
Summary of Music Basic Skills by Grade Level	. 9



FOREWORD

The arts disciplines of visual arts, music, drama and dance are basic to a complete education. In 1985 the Kentucky State Board of Education approved Arts Education Essential Skills which were published in conjunction with the Kentucky Plan for Comprehensive Arts in Education and sent to all Kentucky school districts. This document is a revision of those music skills.

The goal of elementary and middle school education in the four arts disciplines is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. All districts are encouraged to adopt these skills as a minimum scope and sequence in order to ensure that every student receives a basic sequential education in the arts.

This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound educational program for all students. Some adaptations may be considered for students with special needs.

If you have any questions about these skills or any other matter related to arts education, please contact the Division of Curriculum and Staff Development, Unit for Arts and Humanities, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601 - (502) 564-2106.



ACKNOWLEDGEMENTS

The Kentucky Department of Education gratefully acknowledges the time and expertise given by the individuals who developed the Basic Skills in Music and its subsequent revisions.

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INTRODUCTION

Music is everywhere. We hear it at home, in shopping malls, at athletic events and in the concert hall. It challenges and expands our ability to use our senses. Music provides emotional release and enables us to better understand our humanity. It is one of the most pervasive aesthetic experiences in today's world.

The Basic Skills in Music were developed with six main categories in mind: Listening, Singing, Moving, Playing Instruments, Reading and Creating Music. Under each of these categories, the individual skills were written with Student Capabilities - the <u>Developmental Level</u> - and Student Activities - the <u>Classroom Continuum</u> - as the organizing elements.

For the most part, the skills have been stated in general terms so that the teacher may use any appropriate methodology or materials that best serve his or her needs and particular situation. The specific examples given - hand signals, rhythm symbols, etc. - are presented as models and are meant to describe outcomes, instead of methodologies

It should be emphasized, however, that skills are merely a means to an end. The final goal is to develop an understanding of the structure of music.

THE CONCEPTUAL STRUCTURE OF MUSIC

- RHYTHMIC ORGANIZATION Rhythm is an expressive pattern of accent, duration and pause (pattern) controlled by an underlying pulse (beat)
 - A. Beat the steady, continuous pulse that underlies music
 - Accent Groupings the sequential order of heavy and light beats (meter)
 - Accent groupings of twos heavy, light
 - 2 Accent grouping of threes heavy, light, light
 - Combination of 1 and 2
 - 4 Variations of 1 and 2 light, heavy
 - C Pattern duration combinations making up the rhythm of the melody
 - 1. Even uneven is e d d or d d d
 - Long/short, longer/shorter
 - Durational relationships of 1:1, 2:1, 3:1
- MELODIC ORGANIZATION Melody is a logical succession of pitches rhythmically controlled.
 - A. Tonal movement melodic contour
 - Uprdown/same
 - 2 Step/skip/repeated notes, forming patterns
 - Tonai organization scales
 - 1. Major

 - Minor
 Pentatonic
 - 4 Modal dorian, phrygian, lydian, etc.
 - 5. Whole tone, tone row, and other compositional organizations.



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BASIC SKILLS IN MUSIC (cont.)

- III. HARMONIC ORGANIZATION The use of multiple sounds.
 - A Restful/unrestful combinations harmony involves sounds which cause tension and release.
 - B. Texture methods of achieving harmony.
 - 1. Homophony melody plus chords.
 - 2. Polyphony melody plus melody(ies), i.e. rounds, canons, descants, etc.
 - 3. Combinations of 1 and 2.
- IV. FORMAL ORGANIZATION form is the organization of rhythm, melody and harmony into a musical whole
 - A. Motive the smallest meaningful musical segment.
 - B Phrase a more or less complete musical thought.
 - C. Repetition/contrast providing unity and variety within a musical composition
- V EXPRESSIVE ORGANIZATION Expression involves making music effective
 - A. Rhythm, melody, harmony, form the effective use of these elements in the musical whole.
 - B Tempo
 - C. Dynamics
 - D Tone Color
- VI STYLISTIC ORGANIZATION style is the unique organization of the elements of rhythm, melody, harmony, form and expression
 - A Individual style techniques of composers
 - B Historic style
 - C Cultural style
 - D Genre
 - E. Performance Style



7

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BASIC SKILLS IN MUSIC

LISTENING	¥	-	2	£.\	4	5	9	7	80
A. DEVELOPMENTAL LEVEL The student is capable of:	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud/soft, same/different, fast/slow, long/short, etc.).	bal or non-verbal sic concepts (e.g. ft, same/different, g/short, etc.).	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.).	th increased I discrimination, e g mood, tone liity, etc).	Continuing to demonstrate an understanding of music concepts with emphasis on visual and auditory discrimination of voices and instruments	Demonstratin understanding c structural organ concepts (e.g. rel larger forms, effi color.	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Beginning to develop an increased understanding of the diversity of styles (e.g. historical perior, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.)	Continuing to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).
E.CLASSROOM CONTINUUM The student will:		Listen to musi	Listen to musical examples , either of musical unders	recorded or live, app tanding and describ	either recorded or live, appropriate in length, complexity of organization, and med understanding and describe the conceptual content either verbally or non-verbally.	omplexity of organ itent either verbally	either recorded or live, appropriate in length, complexity of organization, and media to his/her level understanding and describe the conceptual content either verbally or non-verbally.	o hiyher level	
CONCEPTS			<u>Analysis</u> of listenin	g materials involves	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts.	understanding of a	ll musical concepts.		

Marching plitches isinging back careful control and surging within an appropriate contain an appropriate contain and appropriate contains a special control and appropriate contains a singing back appropriate viril ange (C - a). Becoming appropriate vocal angewith agroup patterns (etc) angewith appropriate vocal angewith an appropriate range appropriate vocal angewith appropriate vocal angewith appropriate vocal angewith and or independent appropriate vocal angewith appropriate vocal angewith appropriate vocal angewith and or independent and or independent and or independent and or independent appropriate vocal angewith and or independent and or inde]	×	-	2	8	4	S	9	7	œ
singing back singing in an appropriate range. Sing a variety of songs in an appropriate range. Sing a variety of songs in an appropriate range. Experience singing in a singing in another vocal and/or instrumental part. Melody (up/down/same, step/skip/same, s	Matchi in an ag range v	ng pitches opropriate vith group	Singing back patterns (echo singing) in an	Singing within an extended vocal range (c' · c").	Singing with increased emphasis on	Singing within	Singing within an range with increa musical ex	appropriate vocal ised emphasis on cpression.	Developing increasing technical skil in performing vocal music. (Note: Attention should be given to	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to
Experience sing simple sing simple sing partner songs, setting through drones, etc, singing another vocal and/or instrumental part. Melody (up/down/same, step/skip/same, etc.) Melody (up/down/same, etc.) Melody (up/down/same, step/skip/same, etc.) Expressive organization (tempo, dempo, dempo	Be acque appro	c'-a'). coming sinted with priate vocal luality.	appropriate range with group.	independently singing back patterns (echo singing) in an appropriate vocal range	phrasing, breathing, etc Developing skills in independent singing	tul range ol child (b" · f").		(Note: Attention should be given to those students exhibiting voice changes)	changing voices.) Developing performance skills such posture, tone production, intonation breath support, and articulation.	changing voices.) Developing performance skills such as posture, tone production, intonation, breath support, and articulation.
Experience sing simple singular to a singular to a setting through ostinati, chants, activities such as drones, etc, singing. Setting through ostinati, chants, activities such as drones, etc, singing. Simple ostination with another vocal and/or instrumental another vocal and/or instrumental part. Melody (up/down/same, step/skip/same, step/skip/same, etc.) Harmony (multiple sounds, textu etc.)			Sing	a variety of songs in	an appropriate ran	ge.				
smple ostinati or with another harmonized vocal and/or endings with instrumental and/or instrumental part. Melody (up/down/same, step/skip/same, etc.)				Experience singing in a simple harmonic setting through activities such as	Sing simple partner songs, ostinati, chants, drones, etc,	Begin emphasis on two-part singing.	Continue emphasis on two- part singing.	Sing a variety o	Sing a variety of styles and types of literature in an appropriate range.	literature in an
Melody (up/down/same, step/skip/same, etc.)				simple ostinati or harmonized endings with another vocal and/or instru- mental part.	with another vocal and/or instrumental part.			Begin simple three-part singing.	Continue part sin	Continue part singing of increasing difficulty.
Harmony (multiple sounds, texture) Expressive organization (tempo, dynam	2	felody (directic	on, high/low etc)	Melody (up/down/same, step/skip/same, etc.)		Melody (up/	down/same, step/skij	p/same, tonal organi	zation, etc.)	
Expressive organization (tempo, dynam						Harmor	y (multiple sounds, t	(exture)		
						Expressiv	ve organization (tem	po, dynamics, phrasi	ing, etc.)	
									Style	

4





MOVING	×	-	2	3	4	5	9	7	88
A. DEVELOPMENTAL LFVEL The student is	Imitating melodic movement with body and/or hand levels.	c movement with hand levels.	independently demonstrating melodic movement with body and/or hand levels (May use Kodaly hand signals)	ently demonstrating ement with body and/or (May use Kodaly hand signals)	Continuing the use	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.)	ial reinforcement o signals.)	f metodic line (May	r use Kodaly hand
capable of:	Moving to mu movements (e.g. v	Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping).	rundamental inning, skipping, ng).	Moving in response to music in patterned forms.	nse to music in d forms.	Moving with increased ability in patterned forms to music. (May use folk forms.)	Continuing to m body m	Continuing to move in patterned forms to music (e g. body movement, conducting, etc.)	ms to music (e g. ng, etc.)
B. CLASSROOM CONTINUUM The student will:		Create appropriate movement to music.	novement to music.		Organize movement into patterns reflecting conceptual organization of music.	ement into patterns ptual organization of music.	Organize mo complexity reflec	Organize movement into patterns of ircreasing complexity reflecting conceptual organization of music.	is of ircreasing anization of musi
	Utilize movement (e.g. body move hand levels, sin	Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.).	Utilize more com accompany complementary p	Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom)		Utilize conter	mporary, traditiona	Utilize contemporary, traditional, and folk steps and movement.	d movement.
j	Melody (up	Melody (up/down/same,		Melod	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc)	p/skip/same, high/lov	w, tonal organizati	on, etc)	
CONCEPTS	step/skip/sam	step/skip/same, high/low, etc)				Rhythm (beat, accent groups, pattern, etc.)	groups, pattern, et	tc.)	
					Harmony (texture)		Harmo	Harmony (multiple sounds, texture)	s, texture)
		Rhythm (bea	Rhythm (beat, pattern, etc.)				3 V	form Style	13
<u>~</u>									



PLAYING	×	1	2	3	4	5	9	7	8
A. DEVELOPMENTAL LEVEL	Producing body sounds and using	Continuing to produce body sounds and the	Continuing to produce body sounds and using simple rhythm instrument with increasing sophistication	produce body sounds le rhythm instruments sing sophistication	Experiencing additional rhythm instruments (e.g. bongos, conga, drum, maracas, etc.).	litional rhythm bongos, conga, icas,etc).		Experiencing with increased skill a wide variety of rhythm instruments.	Experiencing with increased skill a wide variety of rhythm instruments.
The student is capable of:	simple rhythm instruments.	use of simple rhythm	Continuing to use	Experiencing melody and	Experiencing more sophisticated	Experiencing with	Experiencing with increased skill a		
		Experiments. Experimenting with melody instruments	melody instruments with increasing sophistication	harmony instruments (e g autoharp, melody bells, keyboard, etc)	melody instruments (e.g. flutophone/ recorder, keyboard, etc.).	variety of instrum folk instruments: ukulele	variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.).	Experiencing with wide variety of mel instruments (Max	Experiencing with increased skill, a wide variety of melodic and harmonic instruments (May include guitar.)
B. CLASSROOM CONTINUUM	Imitate simple rhythmic patterns	Imitate simple rhythmic and melodic patterns	Imitate and/or play from notation simple rhythmic and melodic patterns.	ay from notation ic and melodic irns.		Independently perform simple melodies and melodic and chord	Independently perform simple melodies and melodic and chorda	Demonstrate, 1 proficiency, th	Demonstrate, with increased proficiency, the independent
		Play simple rhythmic accompaniments	Perform simple harmonic patterns such as ostinati and drones	Independently perform more complex melodic, harmonic, and rhythmic patterns and phrases	orm more complex i.c, and rhythmic nd phrases	accompa	accompaniments.	periormance i	performance of melody and harmony.
C. CONCEPTS	Rhyt	Rhythm (beat, pattern, etc.)	ıtc.)		Rhy	Rhythm (beat, accent groups, pattern, etc.)	groups, pattern, etc.	(
		Melody (up/ step/skip/s	Melody (up/down/same, step/skip/same, etc)		Melody (up/dc	Melody (up/down/same, step/skip/same, tonal organization, etc.)	J/same, tonal organi	ization, etc.)	
					Harmony	Harmony (multiple sounds, texture)	texture)		
							S	Style	



READING	¥	-	2	3	4	5	9	7	80
A. DEVELOPEMTNAL LEVEL The student is	Imitating the representation of melodic and rhythmic sounds through	Extending representation of melodic and rhythmic sounds with devised	Beginning to read simplified standard notation (e.g. rhythm through	Continuing the final transition to reading standard notation both	Continuing to develop independence in reading patterns of increasing complexity.	evelop independence in r of increasing complexity.	reading patterns y.	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of pass clef.	op independence ns of increasing ncluding an 3 of aass clef.
	movement(e.g. hand levels, body movement, etc.).	notation (e.g. lines, shape, colors).	numbers or Kodaly rhythm syllables, melody through either syllables or scale numbers, etc.)	vocally and instrumentally.	Giving attentior dynami	Giving attention to additional music symbols (e g. dynamics, fermati, repeats, etc.).	csymbols (e.g. , etc.).		
B. CLASSROOM CONTINUUM The student will:	imitate teacher's hand levels and rhythms.	Read, with devised notation, simple familiar songs.	With standard notation, read short melodic and rhythmic patterns taken from familiar songs.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e g sequence, chord outline, short phrases, ostinati,	Read, vocally and melodic and rhytloutline, short phi	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.	easingly complex requence, chord n unison and/or	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.	instrumentally, plex melodic and to include the bass ef.
í. Stagaga	Melody			Melody (up/down/	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)	e, high/low, tonal or	rganization, etc.)		
	(up/down/same, step/skip/same, high/low, etc.)					Harmony (multiple sounds, texture)	e sounds, texture)		
		Rhythm (beat, pattern)	(0		æ	Rhythm (beat, accent groups, pattern, etc)	groups, pattern, etc	_	
							Expression		
	9		:						17

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CREATING	¥	•	2	8	4	2	9	7	88
A. DEVELOPMENTAL LEVEL The student is capable of:	Creativity which in	voives a re-working.	a re-creation, of the	e materials (concep' em first, in simple, 1	is) of music. Therefor then, in increasingly c	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple, then, in increasingly complex and appropriate forms.	child will show an ute forms.	understanding of	these concepts by
B. CLASSROOM CONTINUUM	Dramatize and use appropriate spontaneous	Improvise simple melodies and/or rhythms, and/or	Cre	Create and notate melodies using existing reading skills.	odies skills.	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.).	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.).	s incorporating n armony, expressi	rusical concepts as ve elements, etc).
The student will:	body movements to music.	S Lexis		Improvise me	lodies and ostinati us	Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns.	le and create rhyth	mic patterns.	
	Explore en	Explore environmental and body sounds.	dy sounds.	Explore enviro	Explore environmental and body sounds using devised notation	unds using devised		Explore electi resources	Explore electronic sounds when resources are available.
C. CONCEPTS			A <u>Synthesis</u>	of all the musical د	oncepts is involved in	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music.	g music.		





Summary of Music Basic Skills by Grade Level

KINDERGARTEN	Developmental Level	Classroom Continuum	Concepts
KINDERGARTER	The student is capable of:	The student will:	
LISTENING	Describing by verbal or non-verbal means simple music concepts (e.g. hign/low, loud,/soft, same/different, fast/slow, long/short, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musicei understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Matching pitches in an appropriate range with group (c' - a'). Becoming acquainted with appropriate vocal quarity	Sing a variety of songs in an appropriate range	Meloay (direction, high/low etc.)
MOVING	Imitating merodic movement with body and/or nand levels	Create appropriate movement to music. Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.)	Melody (up-down same, step/skip/same high/low, etc.)
PLAYING	Producing body sounds and using simple rhythm instruments	Imitate simple rhythmic patterns	Rhytnm (beat pattern, etc.)
READING	imitating the representation of melodic and rhythmic sounds through movement (e.g. hand levels, body movement, etc.).	Imitate teacher's hand levels and rhythms.	Melody (up/down/same, step/skip same, high/low, etc) Rhythm (beat, pattern)
CREATING	Creativity which involves a re- working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Explore environmental and body sounds.	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating

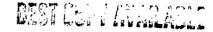


GRADE 1	Developmental Level	Classroom Continuum	Concepts
GRADE I	The student is capable of:	The student will:	
LISTENING	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud/soft, same/different, fast/slow, long/short, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts
SINGING	Singing back patterns (echo singing) in an appropriate range with group.	Sing a variety of songs in an appropriate range.	Melody (direction high/low etc.)
MOVING	Imitating meiodic movement with body and/or hand levels Moving to music with appropriate fundamental movements (e.g., walking, marching, running, skipping, hopping, swaying, gailoping).	Create appropriate movement to music Utilize movement to accompany songs (e.g. body movement finger play, hand levels, singing games, etc.)	Melody (up-cown-same step/skip/same, high/low, etc.)
PLAYING	Continuing to produce body sounds and the use of simple rhythm instruments Experimenting with melody instruments.	Imitate simple rhythmic patterns Play simple rhythmic accompaniments.	Rhythm (beat, pattern, etc.) Melody (up/down/same, step/skip/same, etc.)
READING	Extending representation of melodic and rhythmic sounds with devised notation (e.g. lines, shape, colors)	Read with devised notation, simple familiar songs.	Melody (up/down/same, step/skip/same, high/low, etc.) Rhythm (beat, pattern)
CREATING	Creativity which involves a re- working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Improvise simple melodies and/or rhythms, and/or texts Explore environmental and body sounds	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating



GRADE 2	Developmental Level	Classroom Continuum	Concepts
GRADE 2	The student is capable of:	The student will:	
LISTENING	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing within an extended vocal range (c' - c"). Independently singing back patterns (echo singing) in an appropriate vocal range	Sing a variety of songs in an appropriate range. Experience singing in a simple harmonic setting through activities such as simple ostinatior harmonized endings with another vocal and/or instrumental part.	Melody (direction, high/low etc.) Harmony (multiple sounds, texture)
MOVING	Independently demonstrating melodic movement with body and/or hand levels (May use Kodaly hand signals) Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping)	Create appropriate movement to music. Utilize more complex movement to accompany songs (e.g complementary patterns within the classroom)	Melody (up/down/same, step/skip/same, high/low, tonai organization, etc.) Rhythm (beat pattern, etc.)
PLAYING	Continuing to produce body sounds and using simple rhythm instruments. Continuing to use melody instruments with increasing sophistication	Imitate and/or play from notation simple rhythmic and melodic patterns. Perform simple harmonic patterns such as ostinati and drones	Rhythm (beat. pattern, etc.) Melody (up/down/same, step/skip/same, etc.)
READING	Beginning to read simplified standard notation (e.g. rhythm through numbers or Kodaly rhythm syllables, melody through either syllables or scale numbers, etc.).	With standard notation, read short melodic and rhythmic patterns taken from familiar songs.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, pattern)
CREATING	Creativity which involves a re- working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns. Explore environmental and body sounds.	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating





GRADE 3	Developmental Level	Classroom Continuum	Concepts
GRADE 3	The student is capable of:	The student will:	
LISTENING	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing with increased emphasis on phrasing, breathing, etc. Developing skills in independent singing.	Sing a variety of songs in an appropriate range. Experience singing in a simple harmonic setting through activities such as simple ostinatior harmonized endings with another vocal and/or instrumental part.	Melody (direction, high/low etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.)
MOVING	Independently demonstrating melodic movement with body and/or hand levels. (May use Kodaly hand signals.) Moving in response to music in patterned forms.	Create appropriate movement to music. Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom).	Melody (up/down/same, step/skip same, high/low, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (texture)
PLAYING	Continuing to produce body sounds and using simple rhythm instruments with increasing sophistication. Experiencing melody and harmony instruments (e.g. autoharp, melody bells, keyboard, etc.).	Imitate and/or play from notation simple rhythmic and melodic patterns. Independently perform more complex melodic, harmonic and rhythmic patterns and phrases.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same step/skip/same, tona- organization, etc.) Harmony (multiple sounds, texture)



GRADE 3 (cont.)	Developmental Level	Classroom Continuum	Concepts
GRADE 3 (CORC.)	The student is capable of:	The student will:	
	Continuing the final transition to reading standard notation both vocally and instrumentally.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.).	Melody (up/down/same, step/skip/same, high/low, tona! organization, etc.)
READING			Harmony (multiple sounds, texture)
			Rhythm (beat, accent groups, pattern, etc.)
·			Expression
CREATING	Creativity which involves a reworking, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Create and notate melodies using existing reading skills. Explore environmental and body sounds using devised notation. Improvise melodies and ostinations using the pentatonic scale and create rhythmic patterns.	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music





GRADE 4	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Continuing to demonstrate an understanding of music concepts with emphasis on visual and auditory discrimination of voices and instruments.	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing within full range of child (bb - f").	Sing a variety of songs in an appropriate range Begin emphasis on two-part singing	Melody (up/down/same step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing,etc.)
MOVING	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.) Moving in response to music in patterned forms	Organize movement into patterns reflecting conceptual organization of music Utilize contemporary, traditional and folk steps and movement	Melody (up/down/same step/skip/same, high flow, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (texture)
PLAYING	Experiencing additional rhythm instruments (e.g. bongos, congadrum, maracas, etc.). Experiencing more sophisticated melody instruments (e.g. flutophone/recorder, keyboard, etc.)	Independently perform more complex melodic, harmonic and rhythmic patterns and phrases	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture)



GRADE 4 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
READING	Continuing to develop independence in reading patterns of increasing complexity Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outlines, short phrases, ostinati, etc.) in unison and/or harmonic settings.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture)
			Rhythm (beat, accent groups, pattern, etc.)
			Expression
CREATING	Creativity which involves a re- working, a re-creation, of materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Create and notate melodies using existing reading skills Explore environmental and body sounds using devised notation. Improvise melodies and ostinations using the pentatonic scale and create rhythmic patterns	A Synthesis of all the musical concepts is involved in the process of creating music



GRADE 5	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally	Analysis of listening materials involves the exploration and understanding of all musical concepts
SINGING	Singing within an appropriate vocal range with increased emphasis on musical expression. (Note: Attention should be given to those students exhibiting voice changes)	Continue emphasis on two-part singing.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing etc.) Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals.) Moving with increased ability in patterned forms to music (May use folk forms.)	Organize movement into patterns reflecting conceptual organization of music Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, high/low, tona Organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (texture) Form Style
PLAYING	Experiencing additional rhythm instruments (e.g. bongos, congadrum, maracas, etc.). Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.).	Independently perform simple melodies and melodic and chordal accompaniments.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture)



GRADE 5 (cont.)	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
CREATING	Creativity which involves a reworking, re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incor orating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Explore environmental and body sounds using devised notation Comtinue to improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns	A Synthesis of all the musical concepts is involved in the process of creating music





GRADE 6	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of music understanding and describe the conceptual content either verbally or non-verbally	Analysis of listening materials involves the exploration and understanding of all music concepts.
SINGING	Singing within an appropriate vocal range with increased emphasis on musical expression. (Note: Attention should be given to those students exhibiting voice changes.)	Sing a variety of styles and types of literature in an appropriate range. Begin simple three-part singing.	Melody (up/down/same, step/skip/same, tonal organization, etc) Harmony (multiple sounds, texture) Expressive organization (tempo dynamics, phrasing, etc) Form Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.) Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.).	Organize movement into patterns of increasing complexity reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.) Form Style



GRADE 6 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
PLAYING	Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.).	Independently perform simple meiodies and melodic and chordal accompaniments.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Style
READING	Continuing to develop independence in reading patterns of increasing complexity. Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.).	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.	Melody (up/down/same step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc.) Expression
CREATING	Creativity which involves a re- working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Improvise melodies and ostinati and create rhythmic patterns.	A Synthesis of all the music concepts is involved in the process of creating music.

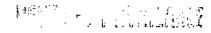


GRADE 7	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Beginning to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.) Developing performance skills such	Sing a variety of styles and types of literature in an appropriate range. Continue part singing of increasing difficulty.	Melody (up/down/same, step/skip/same, tonal organization, etc) Harmony (multiple
·	as posture, tone production, intonation, breath support, and articulation.		sounds, texture) Expressive organization (tempo. dynamics, phrasing, etc.) Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals) Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.).	Organize movement into patterns of increasing complexity reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement	Melody (up/down/same, step/skip/same, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (multiple sounds, texture) Form
PLAYING	Experiencing with increased skill a wide variety of rhythm instruments. Experiencing with increased skill, a wide variety of melodic and harmonic instruments (May include guitar.)	Demonstrate, with increased proficiency, the independent performance of melody and harmony.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, accent gorups, pattern, etc.) Harmony (multiple sounds, texture)
			Form Style



GRADE 7 (cont.)	Developmental Level	Classroom Continuum	Concepts
GRADE / (cont.)	The student is capable of:	The student will:	
READING	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)
			Harmony (multiple sounds, texture)
			Rhythm (beat, accent groups, pattern, etc.)
			Expression
CREATING	Creativity which involves a reworking, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Explore electronic sounds when resources are available. Improvise melodies and ostinati and create rhythmic patterns.	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music.





GRADE 8	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Continuing to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally	Analysis of listening materials involves the exploration and understanding of all musical concepts
SINGING	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.)	Sing a variety of styles and types of literature in an appropriate range. Continue part singing of increasing difficulty.	Melody (up/down/same, step/skip/same, tonai organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals.)	Organize movement into patterns of increasing complexity reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal- organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (multiple sounds, textures) Harmony (multiple sounds, texture) Form Style



GRADE 8 (cont.)	Developmental Level	Classroom Continuum	Concepts
GRADE & (COIIC.)	The student is capable of:	The student will:	
PLAYING	Experiencing with increased skill a wide variety of rhythm instruments. Experiencing with increased skill, a wide variety of melodic instruments.	Demonstrate, with increased proficiency , the independent performance of melody and harmony	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Style
READING	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.	Melody (up/down/same, step/skip/same, tonal- organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat accent groups, pattern, etc.) Style
CREATING	Creativity which involves a re- working, a re-creation of the materials (concepts) of music Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Explore electronic sounds when resources are available. Improvise melodies and ostinati and create rhythmic patterns	A Synthesis of all the musical concepts is involved in the process of creating music





